

Board of Education Agenda Item

Item: _____ E. _____

Date: _____ April 26, 2006 _____

Topic: First Review of Proposed Addition to the Board-Approved List of Instructional Models/Programs that Include Instructional Methods to Satisfy Provisions in Regulations Establishing Accrediting Standards for Public Schools in Virginia

Presenter: Ms. Roberta Schlicher, Director of the Office of Program Administration and Accountability

Telephone Number: (804) 225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

☒ Board review required by
_____ State or federal law or regulation
☒ Board of Education regulation
_____ Other: _____

☒ Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

_____ No previous board review/action

☒ Previous review/action
date January 11, 2006
action The Board of Education approved additions to the list of models.

Background Information:

Section 8 VAC 20-131-310 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as adopted by the Virginia Board of Education on July 28, 2000, require:

- B. Any school that is rated Accredited with Warning in English or mathematics is expected to adopt an instructional method that has a proven track record of success at raising student achievement in those areas as appropriate.
- C. The superintendent and principal shall certify in writing to the Board that such a method has been adopted and implemented.
- D. The Board shall publish a list of recommended instructional methods which may be amended from time to time.
- E. Adoption of instructional methods referenced in subdivisions B and D of this subsection shall be funded by eligible local, state, and federal funds.

On January 6, 2003, the Board of Education approved revisions to the criteria for identifying and selecting these models/programs that include instructional methods. The revisions are based on the *No Child Left Behind Act of 2001* (NCLB) emphasis on the use of scientifically-based research as a criterion for evaluating programs, particularly those programs purchased with federal funds.

Criteria for Recommended Models/Programs

1. **Scientifically-based evidence of effectiveness:** The effectiveness of models/programs is justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the models/programs. The major components of the model/program include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the model/program intervention. The effectiveness of the model/program in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student achievement on Virginia's Standards of Learning tests have been sustained over time.
2. **Implementation and capacity for technical assistance:** The model/program has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.
3. **Replicability:** The effectiveness of the model/program has been demonstrated through multiple investigations in numerous locations with low-achieving students.
4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics:** The content of the model/program correlates with the Virginia Standards of Learning in English or mathematics or the model/program can be adapted to the Virginia Standards of Learning.

At the February 26, 2004, Board of Education meeting, revisions to the disclaimers for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved.

Disclaimers:

1. Recommendation of instructional methods or models/programs with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any model/program, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional methods or models/programs that are not recommended so long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, on forms provided by the Department of Education, documentation that the instructional methods or models/programs chosen meet the board's criteria prior to implementation.

2. Some of the instructional models/programs have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of a model or instructional method should not be interpreted as endorsement of the associated textbook materials. Before adopting any model/program with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.
3. Products and services on the list may not be available in all areas of the commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Summary of Major Elements

The Board of Education established that there would be a quarterly review of instructional models/programs to satisfy the provisions of the *Regulations Establishing Accrediting Standards for Public Schools in Virginia*. Attached is a list of proposed additional models/programs for consideration by the Board of Education.

Superintendent's Recommendation:

The Acting Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the additional program as proposed for the board-approved list.

Impact on Resources:

Adoption of instructional models/programs to meet the provisions of 8 VAC 20-131-310 B and D shall be funded by eligible local, state, and federal funds. The Department of Education reviews and evaluates instructional models/programs submitted for inclusion in the board's list. This impact can be absorbed by the existing resources of the agency. If the agency is required to absorb additional responsibilities related to this review and evaluation, other services may be impacted.

Timetable for Further Review/Action: N/A

Proposed Addition
Virginia Board of Education Approved Models/Programs that Include Instructional Methods That
Have Proven to Be Successful with Low-Achieving Students
April 26, 2006

English/Reading

Model/Program	K - 3	4 - 8	9 - 12
Supplemental/Intervention:			
<i>Voyager Passport Reading Journeys</i>		X (Grades 7 & 8)	

Voyager Passport Reading Journeys

IN BRIEF

Developer	Voyager Expanded Learning
Year Established	2006
# Schools Served	More than 800
Level	Grades 7-8
Primary Goal	Passport Reading Journeys (PRJ) is a targeted intervention program designed to accelerate reading for students who are below grade level in middle and high school. Based on Reading Next research, PRJ incorporates the five foundations of reading. PRJ uses ongoing progress monitoring to identify students who need intervention and to provide plans to accelerate students in achieving their grade level standards.
Main Features	<ul style="list-style-type: none"> • Online learning opportunities geared to students' academic levels • Detailed scope and sequence of skills • Built-in progress monitoring system • Engaging student materials, featuring science and social studies topics • Leveled trade book libraries • Teacher data management system
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the PRJ Web page at www.voyagerlearning.com .
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Basal reading K-3, reading intervention K-6, middle/high school reading intervention and math intervention 3-9
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	PRJ provides customized letters to parents explaining their child's progress and activities that the parents can do at home to assist the learning process.

Technology	<ul style="list-style-type: none"> • Topic CDs introduce each learning “expedition”. • Online learning opportunities help students practice skills and also monitor student progress. • V-port is the management system for collecting student data, monitoring progress and generating reports. • All Voyager computer technology components are Web based, housed on Voyager servers, and require no downloading of software onto school servers.
Materials	Materials provided by PRJ

Origin/Scope

In 2005-2006, Voyager Expanded Learning took the tools and strategies proven successful in Reading Next research and incorporated them into a program designed to build essential reading skills in adolescent students who are at risk of academic failure.

General Description

Voyager Expanded Learning’s Passport Reading Journeys include:

- Teacher-directed whole-group instruction and small group instruction delivered via print materials
- Independent online practice activities
- Built-in reading and benchmark assessments
- Video segments designed to excite students about lesson topics
- Writing in response to reading activities
- A library of leveled magazines, books, audio books and online materials for self-selected reading activities
- Detailed lesson plans and instructional strategies
- Ongoing professional development and implementation support

For more information, contact:

Geoff Perry
1338 Morningside Drive
Charleston, WV 25314
Phone: 304 545-5298
E-mail: gperry@voyagerlearning.com